

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Building a Team

Practical Problem

What should be done about developing team-building skills?

References Used for this Lesson

Family, Career and Community Leaders of America, *Dynamic Leadership, Community Service Project*, Reston, VA.

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership, Content Module 2

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

C.3 Develop team building skills (Application)

Missouri Show-Me Goals/Standards Addressed

4.6 Identify tasks that require a coordinated effort and work with others to complete those tasks

CA7 Identify and evaluating relationships between language and culture

National Family and Consumer Sciences Standards Addressed

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community

1.2.4 Demonstrate teamwork skills in communication and workplace settings

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Identify team-building skills. (Application)
2. Explain the different roles of team members. (Application)
3. Utilize team-building skills in small groups. (Application)

Instructional Strategies

1. Identify team-building skills. (Application)

A team is more than just a group of individuals. A team works together to achieve shared goals. Members of a team: share a goal; cooperate; accept one another; accept

differences; and are united. They also know how to share leadership on a team. When other members have the skills and knowledge to take the lead, good leaders become followers. (Taken from FCCLA *Dynamic Leadership*, p. 60) (Leadership, Communication)

Hand out: "Blueprint for a Dynamic Team", (p. 64 *Dynamic Leadership*). Ask students to read the article and as they read use a highlighter to identify team-building skills.

On think pads, ask students to write down team building skills they have used.

Questions for Discussion/Formative Assessment

1. *What team building skills have you used to help make a team successful?*
2. *How can differences in culture and thinking in a group make a group stronger?*
3. *What are some ways that to support group differences?*
4. *What are some ways to share leadership on a team?*
5. *How can you use team building skills at school/with your family/in your community?*

2. Explain the different roles of team members. (Application)

Give each team of students a large sheet of newsprint and a magic marker. Give each team one minute to respond to the question: What are some roles of team members? Rotate sheets of paper to the next table and give each team one minute to add more roles to the list. Do not repeat any roles. Continue until all sheets of paper return to their original table.

Ask each student to complete the handout "Choose Your Role" (p. 60 *Dynamic Leadership*). Using the handout as a thought starter add roles to your teams sheet of paper. Write examples of sample phrases by each role on your paper. Use your marker to draw a line through each harmful team role on your paper. (Leadership, Communication, Management)

Questions for Discussion/Formative Assessment

1. *How do roles help to build a team?*
2. *How important is it that each team member has a role?*
3. *What happens when one team member assumes multiple roles?*
4. *What roles did you play as you rotated the sheets of paper from table to table?*
5. *How did you identify your role(s)?*
6. *What management skills were used with the one sheet of paper, one marker, and the time limit?*

3. Utilize team-building skills in small groups. (Application). Use "Bedpan/Box Making" activity p. 30-31 (*Dynamic Leadership*).

Use "Teamwork: How Effective Were We?" (p. 110, *Alternative Assessment*), for a self-evaluation of your team's effectiveness.

Using the Fact Sheet #3: "FCCLA Planning Process Overview", (p. 106, *Career and Family Leadership*), ask each team to identify an actual community service project that could be preformed in your community. Use the "Teamwork" assessment to evaluate each team's effectiveness.

Questions for Discussion/Formative Assessment

1. *What did you learn about your team as you completed the bedpan/box activity?*
2. *How did completing the “Teamwork: How Effective Were We?” help your team learn to work together?*
3. *How did you use the bedpan/box activity as a model for your community service project?*
4. *What would result if you completed the community service project that your team identified?*

Assessments

Paper/Pencil:

1. Summarize in your learning log, team building thoughts with the following Learning Log Lead-ins:
 - a) A question I have about team building is...
 - b) Other ways that I can use team building is ...
 - c) This makes me think of a time when team building
 - d) I prefer ...becauseUse *Alternative Assessments* p. 78 for assessment of the Learning Log Lead-ins. (Comprehension)
2. In a written paragraph, relate the day-to-day use of the different roles of team members in school, families and communities. (Application, Communication)

Classroom Experience:

1. Construct a bedpan/box as a team that meets criteria as outlined in the Dynamic Leadership manual. Discuss what happens to be a successful team. (Application, Leadership, Communication)

Application to Real Life:

1. Select one of the community service projects planned in Instructional Strategy # 3 to complete as a class. Use “Teamwork: How Effective Were We?” to assess the teamwork skills of the class. Use a digital camera to record the project’s progress. Submit the paperwork for “Community Service Project” to your state and national FCCLA for assessment and recognition. (Application, Leadership, Communication, Technology, Problem-solving)